Quality Assured
Educational Consultancy

Today's slides - www.qualityassurededucation.co.uk/learning-partnership

SCAN ME

Self-evaluating Early Years

Learning Partnership.

Quality Assured
Educational Consultancy

Learning Partnership.



Participate in discussion - you can use either the chat function or via your microphone. Raise your hand and we can answer your questions



Turn on your camera - our delivery partners and yourself will get more from the session when you can see each other



Mute your microphone - background noise can affect the quality of your experience and that of the group



If the call freezes; hang fire and we will be back shortly!

Learning Partnership.

Self-evaluating Early Years

Session objectives:

- ✓ To understand the main changes within the Renewed Inspection Framework, particularly relating to Early Years
- ✓ To consider the importance of 'strong foundations' in planning and delivering an effective Early Years curriculum
- ✓ To understand how Early Years will be judged as a single evaluation and methods of quality assurance and self-evaluation you might use for this grade area.

SCAN ME

www.qualityassurededucation.co.uk/learning-partnership

These training materials are for the use of delegates only and should not be shared beyond your school setting

Self-evaluating Early Years

Session objectives:

- ✓ To understand the main changes within the Renewed Inspection Framework, particularly relating to Early Years
- ✓ To consider the importance of 'strong foundations' in planning and delivering an effective Early Years curriculum
- ✓ To understand how Early Years will be judged as a single evaluation and methods of quality assurance and self-evaluation you might use for this grade area.

These training materials are for the use of delegates only and should not be shared beyond your school setting

What's new and what's not....

Lens	Focus area
Leadership	Leaders' priorities, actions and the impact of these.
Curriculum, teaching and achievement	Strong foundations and subject clusters
Inclusion	Case sampling and learning walks with leaders (Eg SENCO, Inclusion, Pastoral, Attendance etc)

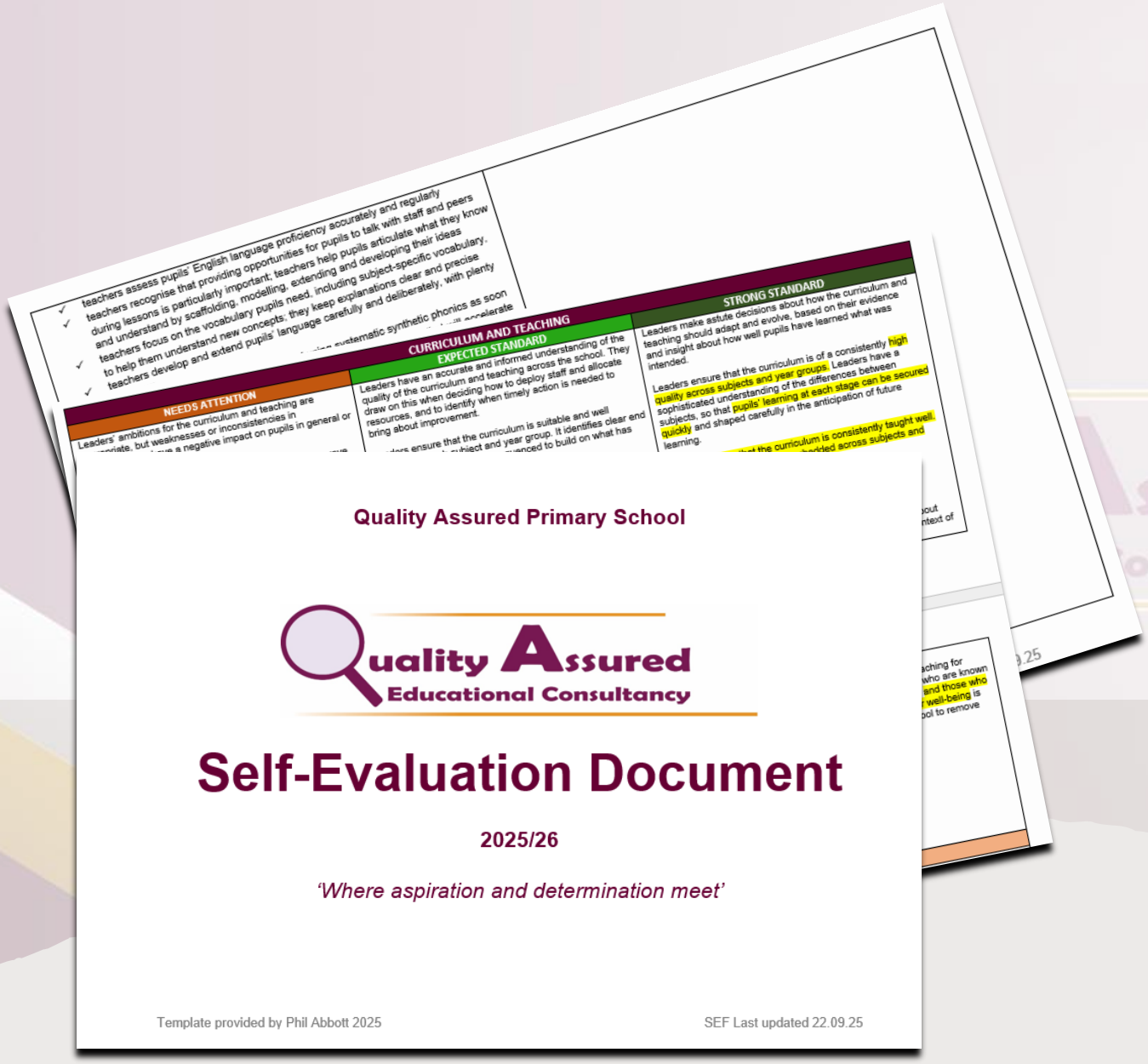
These training materials are for the use of delegates only and should not be shared beyond your school setting

What's new and what's not....

Case Sampling
Approximately 4 x EYFS pupils, 2 x KS1 pupils
Pupils generally chosen from vulnerable groups, such as SEND, FSM6, (P)LAC or other barriers to learning
Focus on the equity of provision for these pupils.
How effectively are needs being identified and met to enable pupils to develop strong foundations?

These training materials are for the use of delegates only and should not be shared beyond your school setting

Sample SEF template for the Renewed Framework



SCAN ME

These training materials are for the use of delegates only and should not be shared beyond your school setting

Sample SEF template for the Renewed Framework

Quality Assured Primary School

Quality Assured Educational Consultancy

Self-Evaluation Document

2025/26

'Where aspiration and determination meet'

Template provided by Phil Abbott 2025

SEF Last updated 22.09.25

CURRICULUM AND TEACHING		
NEEDS ATTENTION	EXPECTED STANDARD	STRONG STANDARD
Leaders' ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation have a negative impact on pupils in general or on a particular group. Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. Leaders have considered appropriate adaptations to teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, but these adaptations are not well matched to pupils' needs	Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement. Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned. Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn. Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach. Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.	Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended. Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning. Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects. Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs

Template provided by Phil Abbott 2025

SEF Last updated 22.09.25

	Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge. Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary. Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.	The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is implemented consistently well across the school to remove barriers to achievement for these pupils
EVALUATION OF EVIDENCE		

✓ teachers assess pupils' English language proficiency accurately and regularly ✓ teachers recognise that providing opportunities for pupils to talk with staff and peers during lessons is particularly important; teachers help pupils articulate what they know and understand by scaffolding, modelling, extending and developing their ideas ✓ teachers focus on the vocabulary pupils need, including subject-specific vocabulary, to help them understand new concepts; they keep explanations clear and precise ✓ teachers develop and extend pupils' language carefully and deliberately, with plenty of repetition teachers ensure that pupils learn to read using systematic synthetic phonics as soon as possible, so that they have access to a wide range of literature that will accelerate their understanding of English	
SCHOOL AND SUBJECT CURRICULUM	
✓ the curriculum is coherently planned and sequenced so that pupils build knowledge and skills sequentially and cumulatively ✓ time is available within the curriculum for revisiting content and dealing with gaps in knowledge and skills ✓ the curriculum has subject-specific rigour, so that pupils gain disciplinary knowledge and can answer subject-specific questions ✓ leaders and teachers have a sophisticated understanding of the differences between subjects; this informs teachers' choices and helps leaders precisely evaluate quality and take targeted actions for improvement decisions about the curriculum are refined over time, based on evidence and insight from within and beyond the school	
TEACHING	
✓ the school's approach to teaching is based on an evidence-informed understanding of effective teaching and how pupils learn ✓ teachers have expert knowledge of the subjects that they teach and, if they have gaps in their knowledge, they are supported so that ineffective teaching does not disadvantage pupils ✓ teachers have a strong, shared understanding of the school's curriculum and its approach to teaching and assessment ✓ teachers present information clearly, promote appropriate discussion, check pupils' understanding systematically, identify misunderstandings and adapt teaching as necessary to correct these ✓ teaching resources and materials given to pupils enable them to achieve the aims of the curriculum ✓ teachers teach the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory	

Template provided by Phil Abbott 2025

SEF Last updated 22.09.25

These training materials are for the use of delegates only and should not be shared beyond your school setting

Self-evaluating Early Years

Session objectives:

- ✓ To understand the main changes within the Renewed Inspection Framework, particularly relating to Early Years
- ✓ To consider the importance of 'strong foundations' in planning and delivering an effective Early Years curriculum
- ✓ To understand how Early Years will be judged as a single evaluation and methods of quality assurance and self-evaluation you might use for this grade area.

These training materials are for the use of delegates only and should not be shared beyond your school setting

Why are ‘strong foundations’ so important?

- ✓ Strong foundations statistically lead to better educational attainment, health and well-being
- ✓ Communication and language skills by the age of 5 are a strong indicator for future success
- ✓ According to the *Education Policy Institute Annual Report (2025*), attainment gaps for disadvantaged pupils at EYFS (4.7 months), KS2 (10 months) and KS4 (19.1 months) show that strong foundations for the most vulnerable pupils are essential to be secured as soon as possible
- ✓ The supposition is that, if we can get early education right for the most disadvantaged and vulnerable, we can get it right for everyone else



These training materials are for the use of delegates only and should not be shared beyond your school setting

What elements of learning do we attribute 'strong foundations' to?





These training materials are for the use of delegates only and should not be shared beyond your school setting

Potential Quality Assurance focus areas...

A curriculum which prioritises foundational knowledge and skills

High-quality interactions between staff and pupils

Scaffolding, modelling, extending and developing ideas

Prioritisation of story time

Prioritising Early Years

Control voices through songs, rhymes and poems

Sufficient foundational knowledge to complete tasks, with additional teaching and support for those who need it

Sufficient teaching and practice to be able to count and calculate and develop other foundational maths skills

Sufficient teaching and practice to be fluent at word reading, spelling, handwriting and number facts

These training materials are for the use of delegates only and should not be shared beyond your school setting

Prioritising Early Years

Control voices through songs, rhymes and poems

Communication and language:
Pronounce words clearly, develop listening skills, build confidence in speaking

Phonological awareness:
Learning to read, recognising sounds, understanding how words are formed

Confidence and Self-expression
Express emotions, build confidence using their voice, participate confidently in group situations

Plus: musical development

These training materials are for the use of delegates only and should not be shared beyond your school setting

Self-evaluating Early Years

Session objectives:

- ✓ To understand the main changes within the Renewed Inspection Framework, particularly relating to Early Years
- ✓ To consider the importance of 'strong foundations' in planning and delivering an effective Early Years curriculum
- ✓ To understand how Early Years will be judged as a single evaluation and methods of quality assurance and self-evaluation you might use for this grade area.

These training materials are for the use of delegates only and should not be shared beyond your school setting

Grading early years in schools

Needs attention	Expected standard	Strong standard
Early years in schools is likely to be graded 'needs attention' when the 'expected standard' has not been met. **This may include when one or more of the following applies:** ■ Leaders have appropriate ambitions for and/or expectations of children in the early years, but weaknesses or inconsistencies in practice have a negative impact on children in general or on a particular group. ■ Leaders have only recently started to take action to improve early years provision. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. ■ Support for disadvantaged children, children with SEND, those who are known (or previously known) to children's social care, and/or those who may face other barriers to their learning and/or well-being is not well matched to their needs or does not keep up with their evolving circumstances.	**Early years in schools meets the 'expected standard' when all the following apply:** Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements. Leaders know the statutory requirements of the EYFS and make sure they are met. They have a clear vision for providing high-quality education and care for children in the early years and the same high expectations of them as they do for pupils in the rest of the school. Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development. Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes. Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children.	**Early years in schools meets the 'strong standard' when the 'expected standard' has been met and all the following apply:** Relevant leaders, including the headteacher, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended. Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary. Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children. Typically, children's achievement will be reflected in above-average proportions reaching a good level of development. Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and

Ofsted Inspection Toolkit 2025, p.59

Needs attention	Expected standard	Strong standard
	Staff consider children's starting points in their curriculum design and approach to teaching so that gaps in children's knowledge are identified and tackled. Leaders make sure that early years teachers inform Year 1 teachers about any gaps in children's knowledge to ensure an effective transition to key stage 1. There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics. Leaders ensure that staff provide effectively for children's personal, social and emotional development, including making sure that they feel safe, secure, stimulated and happy. Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being broadly in line with national averages. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency. Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development. Children, including disadvantaged children, those with SEND, those who are known (or previously	those who may face other barriers to their learning and/or well-being, develop a broad vocabulary and a detailed understanding across the 7 areas of learning and development. They are exceptionally well prepared for the next stage of learning.
	known) to children's social care and those who may face other barriers to their learning and/or well-being typically achieve well from their starting points. This means that they are generally ready for the next stage of learning.	

Ofsted Inspection Toolkit 2025, p.60-61

Leadership of Early Years (1)

In gathering evidence about the leadership of early years, inspectors consider the extent to which leaders:

- ✓ have a clear and ambitious vision for giving children the best start to their education
- ✓ have an accurate understanding of the provision's context, strengths and areas for development, which informs the actions they take to improve children's education and care, in line with the statutory requirements of the EYFS
- ✓ take all reasonable steps to make sure that all children have access to an ambitious curriculum, including those who attend part time or attend more than one setting, those who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing

Reflective questions

- ✓ In a sentence, what is your ambition for pupils in Early Years?
- ✓ What information can you point to in order to accurately determine the context of your setting? What are the tangible messages around starting points? Deprivation? SEND? ***ICADI?***
- ✓ What have you identified as the strengths of your setting? What makes it this way?
- ✓ What have you identified as the areas for further improvement in your setting? What are you doing about this?
- ✓ Given what you know about the pupils in your setting, what are the specific decisions you have made around the content of the curriculum?
- ✓ How have you specifically designed teaching and learning so that those pupils with the biggest barriers to learning have the greatest support?

SCAN ME

informed EDUCATION

Ofsted Inspection Toolkit 2025, p.56

Leadership of Early Years (2)

- ✓ ensure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes
- ✓ ensure that the curriculum is well taught across the setting
- ✓ ensure that staff use assessment well to make any necessary changes to teaching and/or the curriculum, including sharing information with Year 1 teachers when children move to key stage 1
- ✓ work in partnership with parents to promote children's learning and development and to raise their awareness about supporting children's readiness for starting school
- ✓ establish appropriate policies, procedures and practices that promote the welfare, mental health and well-being of all children

Reflective questions

- ✓ What does the progression of your curriculum look like within each for the Prime Areas? What are the starting points and where are pupils anticipated to end? (It is helpful to have documentation to share this information)
- ✓ How do you ensure that the curriculum is taught in the way you intend? What checks take place? What are these checks currently telling you?
- ✓ What forms of assessment do you use in EYFS? Why this approach? What does this information tell you? How is it used?
- ✓ Can you articulate the sort of modifications you might make to the curriculum based on your assessment?
- ✓ How do you involve parents in pupils' learning? How do you reach more reluctant parents?
- ✓ What help/advice do you give to parents to support their children at home? Is this impactful? For everyone? How do you know?
- ✓ How do you promote welfare, mental health and well-being of all children in your setting? Is this through the curriculum? Relationships etc.?

Ofsted Inspection Toolkit 2025, p.56

Curriculum

In gathering evidence about the curriculum in early years, inspectors consider the extent to which:

- ✓ the curriculum supports all children's progress through the EYFS educational programmes, appropriate to their age and stage of development; it clearly identifies the foundational knowledge and skills that children need for later learning, and emphasises children's communication and language development
- ✓ the Reception Year curriculum for teaching systematic synthetic phonics, spelling and handwriting is logically sequenced and cumulative
- ✓ the mathematics curriculum is designed to develop children's confidence about and use of mathematical vocabulary, and gives them a secure grounding in number, numerical patterns and spatial reasoning

Reflective questions

- ✓ How is your EYFS curriculum set out in relation to the Prime Areas? How have you identified the key foundational knowledge in each area? How have you mapped this over different terms?
- ✓ What opportunities do pupils have to develop communication and language skills in the formal and wider provision?
- ✓ Which phonics scheme do you use? Why this one? How does it meet the needs of your learners?
- ✓ How have you sequenced opportunities to develop handwriting skills in EYFS? What does this look like in practice, both formally and in wider-provision?
- ✓ How do you support pupils to develop and use mathematical vocabulary? How does the learning environment support this?
- ✓ What emphasis does your curriculum place on the learning of number, counting and patterns? How is this taught?
- ✓ What opportunities are there in the setting for pupils to develop their foundational knowledge and skills independently? How do you ensure that all pupils practice all foundational skills, and not just the ones they are more comfortable with/enjoy the most?

Ofsted Inspection Toolkit 2025, p.56

Teaching (1)

In gathering evidence about teaching in early years, inspectors consider the extent to which:

- ✓ daily routines and interactions ensure that children develop their language and vocabulary across all areas of learning and development and can communicate and manage their thoughts and feelings
- ✓ staff engage children in high-quality interactions to develop their knowledge and vocabulary; they help children articulate what they know and understand by scaffolding, modelling, extending and developing their ideas
- ✓ staff build children's emotional connection to language and help them gain awareness and control of their voices through songs, rhymes and poems
- ✓ teachers prioritise daily story time; they read aloud and re-read high-quality stories, and talk with children about them to build familiarity and understanding

Reflective questions

- ✓ What are the key daily routines that your curriculum addresses? Why these? How do these specifically respond to your school context?
- ✓ How do you ensure that all pupils can communicate and manage their feelings? What does this look like for SEND pupils with C&L needs?
- ✓ What do you expect high-quality interactions to look and sound like in your setting? How consistently are these expectations met? What is the impact of this?
- ✓ How, when and how well do staff scaffold thinking and learning? How do you ensure they get the balance right?
- ✓ How do staff use questioning to help pupils to 'think hard'?
- ✓ Where do songs, rhymes and poems feature in your EYFS curriculum? Why have you chosen these specifically?
- ✓ When does story time take place? What happens during story time? How have you chosen the stories you read?
- ✓ What opportunities do pupils have to read, sing and tell stories independently? How do you ensure that all pupils engage in this?
- ✓ How do you specifically ensure that vulnerable pupils receive the support they need to access these activities well?

Ofsted Inspection Toolkit 2025, p.57

Teaching (2)

- ✓ staff develop children's ability to describe patterns, quantities and shapes in the world around them, and help children to enjoy mathematics so that they use what they know across all areas of learning; mathematics teaching is carefully sequenced so that concepts are introduced, developed and practised
- ✓ staff make effective choices about what, when and how to teach, tailored to the children's context, age and starting points, and select activities that enable children to sustain their attention, focusing on the intended learning rather than leaving it to chance; they ensure that children have sufficient foundational knowledge to complete tasks and provide additional teaching and practice for those who need more support
- ✓ staff present information clearly to children, check their understanding, and identify and tackle gaps in their knowledge; children have frequent opportunities to practise and consolidate their learning
- ✓ staff provide enough teaching and practice for children in Reception to develop a comfortable pencil grip and increasing accuracy and fluency in word reading, spelling, handwriting and number facts
- ✓ staff prioritise interacting with children rather than using their time to observe, record and compile evidence

Reflective questions

- ✓ How do you help pupils to develop language to describe patterns, quantities and shapes? What opportunities do they have to practice and experiment with patterns?
- ✓ How can you be sure that your maths curriculum is well-sequenced? What checks have you made to conclude this?
- ✓ Do you have a 'suite' of pedagogical approaches that you would expect to routinely see being used in EY classes? If so, what? Why have you employed these approaches?
- ✓ How consistently are these approaches seen? What impact are they having?
- ✓ How do staff ensure that the learning they present is clear, accurate and engaging?
- ✓ How does your planning help to shape opportunities for pupils to practice new learning in both formal and less-formal ways?
- ✓ How do you teach handwriting in EY? When? What does it look like? What should we expect to see children able to do? Can they?
- ✓ Is the balance between interaction and observing appropriate?

Ofsted Inspection Toolkit 2025, p.57

Achievement in Early Years

SCAN ME

		No SEN provision				All SEN provision			
		2024/25	2023/24	2022/23	2021/22	2024/25	2023/24	2022/23	2021/22
Eligible for free school meals	Percentage of children with a good level of development	61.9%	61.2%	59.7%	55.9%	16.5%	15.6%	16.1%	14.6%
	Percentage of children at expected level across all early learning goals	60.1%	59.3%	57.6%	53.7%	15.6%	14.8%	15.1%	13.6%
	Average number of early learning goals at expected level per child	13.97	13.92	13.79	13.49	6.33	6.30	6.51	6.35
Not eligible for free school meals	Percentage of children with a good level of development	79.4%	78.6%	77.1%	74.3%	22.3%	21.3%	21.4%	20.6%
	Percentage of children at expected level across all early learning goals	78.0%	77.1%	75.5%	72.5%	21.3%	20.3%	20.2%	19.5%
	Average number of early learning goals at expected level per child	15.57	15.50	15.41	15.23	7.32	7.16	7.33	7.32

Percentage of children with a good level of development

68.3%

Up 0.6 pp from 2023/24 and up 3.1 pp from 2021/22

Percentage of children at expected level across all ELGs

66.9%

Up 0.7 pp from 2023/24 and up 3.5 pp from 2021/22

Average number of ELGs at expected level per child

14.11

Up 0.04 from 2023/24 and up 0.06 from 2021/22

Achievement in Early Years

In gathering evidence about the achievement of children in early years, inspectors consider the extent to which:

- ✓ children develop appropriate knowledge and skills across the 7 areas of learning and development, relevant to their age and stage of development
- ✓ children achieve well from their starting points, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- ✓ children are well prepared to reach a good level of development by the end of Reception; they secure important foundational knowledge in the specific areas of literacy and mathematics, paving the way for future learning in Year 1 and beyond

Reflective questions

- ✓ What are the typical starting points of pupils in your EY setting? How can you prove this? What quantitive data have you used to determine this?
- ✓ How do you measure progress? What does progress look like in your setting? Is the curriculum the progression model? If so, how well are pupils meeting the demands of your curriculum each term?
- ✓ What does data tell you about the achievement of **all** pupils typically?
- ✓ What does the data tell you about the progress of vulnerable pupils?
- ✓ Has this improved, remained the same or decline in recent years? What is your evaluation of the reasons for this?
- ✓ What proportion of pupils reach a GLD? How does this relate to national averages?

SCAN ME

Ofsted Inspection Toolkit 2025, p.57

Well-being and welfare in Early Years

In gathering evidence about the well-being and welfare of children in early years, inspectors consider the extent to which:

- ✓ care practices meet the needs of the range of children who attend, and promote all children's sense of belonging
- ✓ staff develop positive relationships with children to help them form secure attachments and to support their well-being and independence
- ✓ staff help children to understand, appropriate to their age and stage, how to make healthy choices to support their emotional and physical development; they support them to take well-managed risks to develop their resilience and understanding of personal safety

Reflective questions

- ✓ How do you ensure that the care needs of all pupils are met? What does this mean in practical terms?
- ✓ What support do you give to pupils who need the most help to manage their care?
- ✓ How would you describe the typicality of relationships between adults and pupils in your setting? What are the typical interactions that we might observe?
- ✓ Do pupils appear to be safe, happy and thriving in the EY environment?
- ✓ Do the opportunities pupils are given truly help them to develop skills of resilience and wellbeing? Where can we see this?
- ✓ How does the EY curriculum help pupils to learn about healthy choices?
- ✓ How does the curriculum help pupils learn about relationships?
- ✓ How does the curriculum help pupils develop emotionally and physically?
- ✓ Can you give examples of how the curriculum helps pupils to take well-managed risks?

Quality Assured Educational Consultancy

Ofsted Inspection Toolkit 2025, p.58

Inclusive practices in Early Years

- ✓ quickly and accurately identify children who face any barriers to their learning or well-being, including disadvantaged children, those with SEND, and those who are known (or previously known) to children's social care; they consider children's different starting points and stages of development and act judiciously to reduce the barriers that these children face
- ✓ focus particularly on children whose language is less well developed and/or who do not readily engage with adults
- ✓ staff receive relevant, useful training and guidance so that they can identify and assess children's needs effectively, and meet them
- ✓ work in close partnership with parents, other settings, childminders and/or out-of-school provision to secure continuity of education and care for all children

Reflective questions

- ✓ What systems are in place to identify children with barriers to learning?
- ✓ Typically, what are the most prevalent barriers to learning in your setting? What do you do to counter this and how successful are you? How do you know?
- ✓ What systems and approaches are in place to support the development of language for those children for whom it is less developed? How do you prioritise this?
- ✓ What training has been offered/is in place to support staff to most effectively identify, assess and provide for children's needs?
- ✓ In what ways do you work with parents, agencies and other care professionals to create impactful packages of support for pupils?

Ofsted Inspection Toolkit 2025, p.58

Takeaways

When you reflect on the past few slides, what are the main implications for you moving forward? Where do you feel you need to secure further evidence to have the assurances you need? Do you have any questions at this point?

Write your answers in the chat.

And finally…

Please follow this QR code link to the session feedback survey. If you would like to follow up anything discussed today, please feel most welcome to email me at **phil@qualityassurededucation.co.uk**

These training materials are for the use of delegates only and should not be shared beyond your school setting